**Gems of Pedagogy: intentionality in classroom leadership**

Module 1 —A Focus on People — ***“Quotes***”

Here are 12 quotes from various sources, which are cited on the reverse. Without looking at the author, we invite you to consider each and decide whether this is something you believe and further, if it is a characteristic present in your own instructional practice. *Think vs. Do*.

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| I Believe | I Practice | Quote |
| ⬜ | ⬜ | 1. I know I cannot teach anyone anything. I can only provide an environment in which he can learn. |
| ⬜ | ⬜ | 2. The only kind of learning which significantly influences behavior is self-discovered or self-appropriated learning - truth that has been assimilated in experience. |
| ⬜ | ⬜ | 3. I find that one of the best, but most difficult, ways for me to learn is to drop my own defensiveness, at least temporarily, and to try to understand the way in which this experience seems and feels to the other person. |
| ⬜ | ⬜ | 4. Independence, creativity, and self-reliance are all facilitated when self-criticism and self-evaluation are basic and evaluation by others is of secondary importance. |
| ⬜ | ⬜ | 5. Self-initiated learning which involves the whole person of the learner - feelings as well as intellect - is the most lasting and pervasive. |
| ⬜ | ⬜ | 6. The effective facilitator of learning helps to elicit and clarify the purposes of the individuals in the class as well as the more general purposes of the group. |
| ⬜ | ⬜ | 7. The brain is, by nature’s design, an amazingly subtle and sensitive pattern-detecting device. The brain detects, constructs, and elaborates patterns as a basic, built-in function. It does not have to be taught or motivated to do so, any more than the heart needs to be instructed or coaxed to pump blood. |
| ⬜ | ⬜ | 8. Everyone can think. The deployment and effectiveness of thought on a particular occasion depends on three critical considerations: the thinker’s broad understanding of whatever matters are being thought about, a disposition to think about those matters, and the authority to do so. |
| ⬜ | ⬜ | 9. In fact, learning is the human activity which least needs manipulation by others. Most learning is not the result of instruction. It is rather the result of unhampered participation in a meaningful setting. Most people learn best by being "with it," yet school makes them identify their personal, cognitive growth with elaborate planning and manipulation. |
| ⬜ | ⬜ | 10. In the banking concept of education, knowledge is a gift bestowed by those who consider themselves knowledgeable upon those whom they consider to know nothing. The teacher presents himself to his students as their necessary opposite; by considering their ignorance absolute, he justifies his own existence. Education must begin with the reconciliation of this teacher-student contradiction, by reconciling the poles of this contradiction so that both are simultaneously teachers and students. |
| ⬜ | ⬜ | 11. Student-centered learning is about opening the cage door and releasing this creative power. Yes, there is risk involved, not knowing where it will go or what it will do; but more than likely at first it will need coaxing out, like an animal, which has been in captivity too long. Handing over responsibility and ownership to the student is not dangerous; it simply sets him free to use his creative powers, or not use them, as he chooses. It is only granting him his human rights. |
| ⬜ | ⬜ | 12. Finally, one of the most crucial ways in which a culture provides aid in intellectual growth is through a dialogue between the more experienced and the less experienced, providing a means for the internalization of dialogue in thought. The courtesy of conversation may be the major ingredient in the courtesy of teaching. |

SOURCES

1. Carl Rogers*, Client Centered Therapy* (1965)
2. Carl Rogers, “Personal Thoughts on Teaching and Learning” in *Freedom to Learn* (1969)
3. Carl Rogers, “Personal Thoughts on Teaching and Learning” in *Freedom to Learn* (1969)
4. Carl Rogers, “Regarding Learning and Its Facilitation” in *Freedom to Learn* (1969)
5. Carl Rogers, “Regarding Learning and Its Facilitation” in *Freedom to Learn* (1969)
6. Carl Rogers, “Regarding Learning and Its Facilitation” in *Freedom to Learn* (1969)
7. Leslie Hart, *Human Brain and Human Learning* (1999)
8. Frank Smith, *To Think* (1990)
9. Ivan Illich, *De-Schooling Society* (1971)
10. Paolo Freire, *Pedagogy of the Oppressed* (1993)
11. Donna Brandes & Paul Ginnis, *A Guide to Student-Centred Learning* (1986)
12. Jerome Bruner, *The Relevance of Education* (1971)